

# Virginia Grade Level Alternative Worksheet

## Grade 5 Mathematics

Student's Name: \_\_\_\_\_ State Testing Identifier: \_\_\_\_\_

Check all that apply:

\_\_\_\_\_ Assigned scores have been entered into the online VGLA System.

\_\_\_\_\_ Assigned scores have been verified and submitted for final scoring in the online VGLA System

An "X" under No Evidence  
represents a Total of 0.

| Reporting Category | SOL # | Specific Virginia Standard of Learning   | Demonstrated (0 to 4) | Inferred (0 to 4) | No Evidence (0) | Total (0 to 4) |
|--------------------|-------|--|-----------------------|-------------------|-----------------|----------------|
| RC 1               | 5.1   | The student will<br>a) read, write, and identify the place values of decimals through thousandths;<br>b) round decimal numbers to the nearest tenth or hundredth; and<br>c) compare the values of two decimals through thousandths, using the symbols $>$ , $<$ , or $=$ .   |                       |                   |                 |                |
| RC 1               | 5.2   | The student will<br>a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and<br>b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.  |                       |                   |                 |                |
| RC 2               | 5.3   | The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.  |                       |                   |                 |                |
| RC 2               | 5.4   | The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.  |                       |                   |                 |                |
| RC 2               | 5.5   | The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.  |                       |                   |                 |                |
| RC 2               | 5.6   | The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.   |                       |                   |                 |                |
| RC 2               | 5.7   | The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.   |                       |                   |                 |                |
| RC 3               | 5.8   | The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.  |                       |                   |                 |                |
| RC 3               | 5.9   | The student will identify and describe the diameter, radius, chord, and circumference of a circle.   |                       |                   |                 |                |
| RC 3               | 5.10  | The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.   |                       |                   |                 |                |
| RC 3               | 5.11  | The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of<br>a) length – part of an inch ( $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ ), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;<br>b) weight/mass – ounces, pounds, tons, grams, and kilograms;<br>c) liquid volume – cups, pints, quarts, gallons, milliliters, and liters;<br>d) area – square units; and<br>e) temperature – Celsius and Fahrenheit units.<br><i>Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at <math>0^{\circ}\text{C}</math> and <math>32^{\circ}\text{F}</math>, water boils at <math>100^{\circ}\text{C}</math> and <math>212^{\circ}\text{F}</math>, normal body temperature is about <math>37^{\circ}\text{C}</math> and <math>98.6^{\circ}\text{F}</math>).</i> |                       |                   |                 |                |
| RC 3               | 5.12  | The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.   |                       |                   |                 |                |
| RC 3               | 5.13  | The student will measure a draw right, acute, and obtuse angles and triangles, using appropriate tools.  |                       |                   |                 |                |
| RC 3               | 5.14  | The student will classify angles and triangles as right, acute, or obtuse.   |                       |                   |                 |                |
| RC 3               | 5.15  | The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will<br>a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figure;<br>b) identify and explore congruent, noncongruent, and similar figures;<br>c) investigate and describe the results of combining and subdividing shapes;<br>d) identify and describe a line of symmetry; and<br>e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).  |                       |                   |                 |                |

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|--------------------|-------|---|--------------------------|----------------------|--------------------|-------------------|
| RC 3               | 5.16  | The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).   |                          |                      |                    |                   |
| RC 4               | 5.17  | The student will<br>a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;<br>b) predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and<br>c) create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement. |                          |                      |                    |                   |
| RC 4               | 5.18  | The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.  |                          |                      |                    |                   |
| RC 4               | 5.19  | The student will find the mean, median, mode, and range of a set of data.   |                          |                      |                    |                   |
| RC 5               | 5.20  | The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.  |                          |                      |                    |                   |
| RC 5               | 5.21  | The student will<br>a) investigate and describe the concept of variable;<br>b) use a variable expression to represent a given verbal quantitative expression, involving one operation; and<br>c) write an open sentence to represent a given mathematical relationship, using a variable.   |                          |                      |                    |                   |
| RC 5               | 5.22  | The student will create a problem situation based on a given open sentence using a single variable.   |                          |                      |                    |                   |

### Reporting Category Key

- RC 1    Number and Number Sense
- RC 2    Computation and Estimation
- RC 3    Measurement and Geometry
- RC 4    Probability and Statistics
- RC 5    Patterns, Functions, and Algebra